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CHAPTER 188 ESSENTIAL SKILLS

DROPOUT PREVENTION DISCRETIONARY

GRANT PROGRAM

DIRECTORY OF PROGRAMS FUNDED

BY THE MASSACHUSETTS BOARD

OF EDUCATION IN FY 1989

Introduction

A section of the Educational Reform Act of 1985 (Chapter 188) establishes an Essential Skills Dropout Prevention Discretionary Grant Program. Grants are awarded on a competitive basis to school districts which attempt to address the needs of students at risk of leaving school prior to high school graduation.

Under the provisions of the legislation, funding priority is given to school districts which have high concentrations of students from low income families, and have documented high dropout rates. Funding is restricted to programs serving students in grades seven through twelve. Each participating school district must create a broadly representative dropout prevention advisory council, comprised of administrators, teachers, parents, students and representatives of business, labor, higher education and other community agencies that oversees program development and implementation. Funds from this program may not be used to supplant programs and services provided under Chapter seventy-one A (Transitional Bilingual Education), seventy-one B (Special Education), and seventy-four (Occupational Education).

The Massachusetts Board of Education awarded funds to thirty-eight school districts for a total of forty full year programs in FY 1989. The descriptions of programs listed in this directory include thirty-six continuing grants and four implementation grants (new programs).

For additional information about the specific programs, please contact the program contact persons directly. For additional information about the Chapter 188 Essential Skills Dropout Prevention Discretionary Grant Program, please contact Daniel French at (617) 770-7589.

STATEMENT OF PHILOSOPHY

Dropout prevention research has demonstrated that effective dropout prevention programs are those in which school is personalized for each individual student, a supportive learning environment is fostered, programmatic and curricular diversity is encouraged, a positive school climate is developed in which all students are recognized and rewarded for their unique contributions, support services are provided to meet students' individual needs, and learning is expanded to include all community institutions. Learning and teaching practices are built around the developmental needs and racial, ethnic and socioeconomic background of each school's unique student population. The staff are caring and committed, and work collegially to build a dynamic program.

In order to prepare our students to be responsible citizens in our larger society, successful dropout prevention programs foster inclusive participation in decision-making among staff, students and parents. These programs are committed to reexamine and change those institutional policies and practices that contribute to students dropping out of school and to develop policies that promote the successful retention of all of its students. Systemic, structural school-wide improvement initiatives are implemented to create a school climate, forms of school governance, curriculum and teaching practices that are conducive to the learning, self-growth and emotional well-being of every student.

The school that is successful in creating an exciting learning environment and is tailored to meet the unique needs of all of its students is, in fact, the most effective dropout prevention program.

BLUE HILLS REGIONAL TECHNICAL SCHOOL

"Project RETAIN"

Amount Funded: \$38,566

Contact: Mr. John Mucci
 Administrator/Special Services
 Blue Hills Regional Technical School
 800 Randolph Street
 Canton, MA 02021
 (617) 828-5800

Location: Blue Hills Regional Technical School

PROJECT RETAIN integrates the following prevention model elements: Case Management, School Climate Review and an Alternative Discipline Program. Case Management is the program's primary prevention and intervention process. A Student Review Team meets once weekly to discuss possible "at-risk" students referred by concerned staff members. After a discussion of his/her issues, a treatment/service plan is developed with one team member assigned to monitor the student's progress. The team also addresses their questions and concerns to the BHR administration whenever school policies need to be clarified or when justifiable exemptions would promote student success. The Project Coordinator manages team activities as well as providing direct clinical services to BHR students.

Blue Hills will expand the existing New Student Orientation Program. This process is designed to strengthen the initial bonding process of Freshmen and Transfer students. Retain's staff and BHR physical education instructors will continue co-leading therapeutic activity groups for identified students having a low sense of self-esteem or symptoms of school phobia.

BOSTON PUBLIC SCHOOLS

"Compact Ventures - Dorchester High School"

Amount Funded: \$81,500

Contact: Mr. Craig Lankhorst, Director
 Compact Ventures Program
 Dorchester High School
 9 Peacevale Road
 Dorchester, MA 02124
 (617) 436-3382

Location: Dorchester High School

To reduce the high dropout rate in the Boston Public Schools, Compact Ventures works with ninth and tenth graders in specific schools through a clustering approach to create a more supportive learning environment, provide extra support services, and expose students to the world of work. Staff are provided with daily common planning time to coordinate curriculum, address student needs and plan cluster activities.

This year, the Dorchester High School Compact Ventures Program will also include remediation and counseling services, after-school and summer work programs, incentives for attendance and academic achievement, and after-school math labs and study groups. A Keys to Excellence Program is conducted with all students to deal with issues of self-esteem and goal-setting, and a Mentor Program and Career Days are employed as motivational influences for increased attendance and achievement. A Parent Coordinator and Youth Worker conduct

home visits, and this year a parent organization will be formed to increase the governance and advisory activities of parents. High importance is also placed on student governance activities. The program also develops linkages with Dorchester High School's three feeder middle schools to provide transitional support to students.

BOSTON PUBLIC SCHOOLS

"Compact Ventures"

Amount Funded: \$125,000
 Jackie Rasso, Coordinator
 Compact Ventures
 Boston Public Schools
 26 Court Street
 Boston, MA 02108
 (617) 726-6200 x5398

Location: English High School
 Jeremiah Burke High School
 South Boston High School

This Compact Ventures Program serves three additional Boston high schools. Within each school, the ninth grade is clustered to provide students with remedial tutoring, case management services, community service experiences, after-school and summer job placements, and attendance and academic achievement incentives. Staff are provided with common planning time to coordinate curriculum development, including interdisciplinary curriculum and innovative teaching techniques, and conduct case conferences. A case manager supervises the activities of community field coordinators and oversees students' school performance and service plans. Tutorial and remediation classes are regularly scheduled for students who are having academic difficulties. Motivational activities are regularly conducted, and the program is linked with many community resources to enhance the curriculum and provide additional support services to students. An Outreach Worker conducts home visits and establishes linkages with community agencies.

BROCKTON PUBLIC SCHOOLS

"Brockton Futures"

Amount Funded: \$67,961

Contact: Dr. Susan Dukess, Coordinator
 Special Projects
 Brockton Public Schools
 43 Crescent Street
 Brockton, MA 02401
 (508) 580-7572

Location: GRADS: 837 N. Main St.
 CLIMB: 70 Highland Street
 BHS FUTURES: 470 Forest Avenue

In Brockton, the Chapter 188 Dropout Prevention grant is integrated into the comprehensive network of programs under the Commonwealth Futures initiative. Three specific programs operate to support at-risk students and prevent dropouts. Community collaboration is an essential feature of all the programs, with public and private agencies and businesses committing resources - financial and human - to assist program students.

Project CLIMB is an alternative junior high school for thirty-five at-risk students that includes small group academic classes, work experiences, a remedial and life skills-oriented curriculum, and twenty-four hour supervision and support from advocates. Project GRADS is a comprehensive pregnant and parenting teen program for twenty-five teen girls that includes day care for their children, instruction in core academic subjects, tutorials, classes in parenting and life skills, and provision of community services. FUTURES is a school-within-a-school for thirty at-risk ninth grade students that provides small group academic instruction, an optional work and electives program, and advocacy services.

CAMBRIDGE PUBLIC SCHOOLS

"Hooked on School"

Amount Funded: \$70,000
 Contact: Len Solo, Principal
 Graham and Parks Alternative School
 15 Upton Street
 Cambridge, MA 02139
 (617) 498-9271
 Location: Harrington School
 Kennedy School (Sports Academy)
 Peabody School
 Graham and Parks School
 Fletcher School

Hooked on School is a comprehensive dropout prevention program which operates in five Cambridge middle Schools, incorporating:

- curriculum enhancement inside and outside the classroom;
- student empowerment through governance, mediation and community-building programs;
- teacher empowerment through a school-based planning and management process;
- mechanisms for encouraging increased parent involvement;
- expanded use of community resources to meet students' academic and social needs, including school-based student support teams linked to local agencies; and
- orientation and support programs for 8th graders entering high school.

Hooked on School has stimulated changes in school structure and instructional content which span the entire school year for all middle school students in the five designated schools. Specific support services are targeted to students identified as at high risk for academic failure. Major changes from the past year include the expansion of mediation and apprenticeship programs; increased emphasis on parent involvement; systematic analysis of school policies and procedures; increased attention to the identification and monitoring of at-risk students; and extension of transition-to-high school programs through development of Transition Teams in each school.

Also new is the development of an innovative "Sports Academy," which will include mentorships with sports figures, student/parent activities which support family stability, sports-related career education integrated with a basic skills curriculum, and one-on-one tutoring.

CAPE COD REGIONAL TECHNICAL HIGH SCHOOL

"Dropout Prevention Program"

Amount Funded: \$54,700
 Contact: Dianne Dinger, Associate Director
 Community Education and Training Program
 Cape Cod Regional Technical High School
 Pleasant Lake Avenue
 Harwich, MA 02645
 (508) 432-8701
 Location: Cape Cod Regional Technical High School

An early intervention freshman program provides services to thirty-five freshmen and junior high school students planning to enter the high school in the fall of 1989. Students are provided with vocational assessment and career development support services designed to increase their self-awareness, occupational knowledge and decision-making skills. As well, the thirty-five freshmen served last year will receive follow-up case management and counseling and support services, and drug and alcohol education. Community agencies, educational institutions and businesses are coordinated to increase comprehensive services for at-risk students, and parent involvement in the school.

CHELSEA PUBLIC SCHOOLS

"Project Affirm"

Amount Funded: \$66,116
 Contact: Mary Guerriero
 Project Coordinator
 Chelsea High School
 Clark Avenue
 Chelsea, MA 02150
 (617) 889-0636
 Location: Chelsea High School
 Williams Junior High School

Project Affirm utilizes a centralized referral system and screening committees in both the junior high and high schools to identify at-risk students and target them with appropriate remedial or counseling support services. In the high school, all ninth graders, including bilingual and special needs students, are scheduled for a semester long life skills course that meets once a week, all year long. Junior high school students are scheduled for social education classes once a week all year long. Both courses emphasize self-esteem, goal setting, and decision-making skills, in addition to a variety of pertinent life issues. Small group remedial English and math classes are offered to ninth and tenth graders who are considered to be at risk. Through coordinated efforts with Chelsea Futures, a computerized tracking system will enable the school to coordinate the delivery of services, ensure follow-up, and identify trends of student needs.

CHICOPEE PUBLIC SCHOOLS

"School Absenteeism/School Dropout Prevention Program"

Amount Funded: \$54,790
 Contact: Mr. George Sakellis
 Federal/State Project Writer
 Chicopee Public Schools

180 Broadway
 Chicopee, MA 01020
 (413) 592-6111 x 457
 Location: Bellamy Junior High School

The School Absenteeism/School Dropout Prevention Program provides individual and group counseling, vocational assessment, and incentives and field trips to sixty at-risk junior high school students. Parent consultations and referrals for services are being increased, and agency linkages are being developed to provide additional services to students. A computerized calling system calls all absent students, and a database collection system is being implemented to identify trends of school absenteeism and dropout prevention. Students graduating to the high school are provided with follow-up services.

CLINTON PUBLIC SCHOOLS

"CASTLE"

Amount Funded: \$50,545
 Contact: Mr, Gerald Foley, Coordinator
 CASTLE Program
 Clinton High School
 80 Church Street
 Clinton, MA 01510
 (508) 486-9265
 Location: Clinton Middle School
 Clinton High School

Project CASTLE provides an alternative education program emphasizing remedial and tutorial education, individual and group counseling, and pre-vocational exploration and awareness to sixteen junior high school students and eight ninth grade students. In addition to core remedial courses, students receive instruction in Industrial Arts and Computer Science, and participate in an innovative community service program. Parent involvement is increased through telephone calls, conferences and progress reports, and a crisis intervention team coordinates support service delivery to individual students. Staff work in close cooperation with regular education teachers to monitor student performance.

DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT

"Project STAY"

Amount Funded: \$54,500
 Contact: Wayne Bergeron, Director
 Alternative Learning Programs
 Dennis-Yarmouth Regional High School
 210 Station Avenue
 South Yarmouth, MA 02664
 (508) 398-7632
 Location: Dennis-Yarmouth Regional High School

Project STAY provides alternative education services to twenty-five at-risk students at the high school. In addition to core academic offerings, students attend a Group Contracting Course, receive weekly group and individual counseling sessions, and participate in a community service program and work-related educational experiences. Completing self-inventories and daily journal writing are important components of the curriculum. The curriculum

also integrates a work/internship program with an aquacultural research corporation to grow quahogs from seed and market them. Staff have common planning time to coordinate curriculum, address student concerns and plan program activities.

EASTHAMPTON PUBLIC SCHOOLS

"MORE Program (Multi-Option Regular Education)"

Amount Funded: \$57,442

Contact: Mr. Robert Arbib, Administrator
Occupational Education
Hampshire Educational Collaborative
36 Hadley Street
South Hadley, MA 01075
(413) 534-4563

Location: Easthampton High School

The MORE Program operates a pre-vocational ninth grade program serving 36 students. For two periods a day, students receive vocational assessment, career awareness, remediation and tutoring, vocational skill development through participation in projects, and leadership training. Students also attend vocational exploratory classes in addition to academic classes. A STRETCH program enables a student to complete school at a flexible pace while combining academic, vocational and work-study credits. The GAP Program provides individually tailored courses for students, and the World of Work Program provides students with hands-on experiential learning experiences.

FALL RIVER PUBLIC SCHOOLS

"School-Within-A-School Alternative Program"

Amount Funded: \$65,960

Contact: Mr. Martin Barney
Director of Government Programs
Fall River Public Schools
417 Rock Street
Fall River, MA 02720
(508) 675-8433

Location: Kuss Middle School

The School-Within-A-School Alternative Program serves thirty junior high school students within two alternative self-contained classrooms. Students develop individual learning contracts and receive remedial education, motivational coursework, and counseling within a self-contained classroom. Each student receives diagnostic testing to help formulate the individualized curriculum. The academic curriculum is augmented with field trips, small group projects, guest speakers, and career awareness seminars. Students also participate in a Mentor Program designed to build positive relationships with caring adults, and work in the school store. As well, an additional 170 at-risk students will be identified for case management services. Student needs will be assessed, and students will be provided with a range of services through a coordinated service network.

FITCHBURG PUBLIC SCHOOLS

"T.E.A.M. (Transfiguring Education Through Anomalous Methods)"

Amount Funded: \$27,450

Contact: Paula Giaquinto, Vice Principal

Fitchburg High School
 98 Academy Street
 Fitchburg, MA 01420
 (508) 345-3267

Location: Fitchburg High School

T.E.A.M. provides for a team of three teachers and one part-time counselor who service up to 60 grade nine students. These students have been identified as potential dropouts by their middle school counselors. The students receive academic and emotional support in the more demanding high school curriculum through smaller class sizes, experiential-based teaching approaches, individualization in T.E.A.M. classes, and individual and group counseling. Students receive classes in English, science and social studies, and the curriculum emphasizes the development of reasoning ability, career planning, problem-solving and mastery of basic skills. A local social service agency provides individual and group counseling, with a focus on goal setting. Parent involvement is increased through regular progress reports, a monthly newsletter, telephone calls and informal coffees.

GARDNER PUBLIC SCHOOLS

"Project Stay"

Amount Funded: \$56,461
 Mr. Michael Hurd, Director
 Project Stay
 Gardner High School
 200 Catherine Street
 Gardner, MA 01440
 (508) 632-1600

Location: Gardner High School

Project Stay provides alternative education services to forty-five at-risk students in a school-within-a-school program at the high school. The program has a flexible structure so that students, in addition to taking regular academic classes, may attend program classes as many times as is determined to be necessary. Program classes focus on individualized remedial academic support and career awareness. The project teacher screens and tests students in order to determine academic needs, and the academic performance and behavior of program students in mainstreaming classes is monitored. Students also receive individual and group personal and occupational counseling. Priority is placed on increasing and improving school communication with parents of students within the project. A work-study program is offered to students, and students are given a youth self-report at the beginning and end of the school year to help them assess their social emotional growth.

GATEWAY REGIONAL SCHOOL DISTRICT

"SMASH (Student Maintenance and Support Help)"

Amount Funded: \$52,273
 Contact: Mr. Robert Gazda, Assistant Principal
 Gateway Regional High School
 Littleville Road
 Huntington, MA 01050
 (413) 667-8711

Location: Gateway Regional High School

The SMASH Program at the Gateway Middle (grades 7 and 8) and High School (grades 9-12) provides a variety of intervention services to approximately 113 students. At the middle school level, services include: individual counseling, the use of individual behavioral contracts, academic support, and case management services. High school students are provided with individual counseling, case management services and academic support. In addition to these services, the program oversees an in-school suspension program which allows suspended students an opportunity to receive both academic and attendance credit while serving their suspension. Program staff systematically call parents when a program student is absent. The program also proposes programmatic and institutional changes in policy that might better meet the needs of "at-risk" students.

GREENFIELD PUBLIC SCHOOLS

"PROJECT PRIDE"

Amount Funded: \$50,600
 Ms. Joy Davenport and Anne McKenna
 Grant Administrators
 Greenfield High School
 Lenox Avenue
 Greenfield, MA 01301
 (413) 773-3639
 Location: Greenfield High School
 Greenfield Middle School

Greenfield Middle/High Schools' Project Pride has joined forces this year with Greenfield Futures to offer a multi-faceted program. The goals of the program are to improve students' basic skills and ability to set goals. Staff awareness of the needs of at-risk youth is also a major goal. The specific program components are:

Tutoring: an after-school program where students are tutored by peers;
Mediation: a structured conflict resolution program with trained faculty and student mediators available to faculty and students;
Attendance Callers: telephone homes of each day's absentees;
Student Assistance Program: Social workers counsel peer groups for students in need of help, especially with substance abuse;
In-service Training: designed to encourage teacher innovation to help students stay in school;
Parent and Adolescent Counseling Groups: by a professional psychologist, including on-going Parent Support Groups focusing on parenting;
Crisis Intervention Social Worker; and a
Reading Specialist: for at-risk students in need of reading skill development.

HOLYOKE PUBLIC SCHOOLS

"Student Support Program"

Amount Funded: \$50,182
 Contact: Paula Torrez, Director
 Student Support
 Holyoke Public Schools
 98 Suffolk Street
 Holyoke, MA 01040
 (413) 534-2008
 Location: Lynch Junior High School
 Peck Junior High School

The Student Support Program provides Student Support Personnel in each of two junior high schools to coordinate the provision of academic and support services to identified at-risk students. Each coordinator develops an identification and referral process, community agency linkages, parent support services and job placements. Targeted students participate in small group and individual tutoring, individual and group counseling, and classes on decision-making and values clarification. Regular parent meetings and telephone calls are conducted.

LAWRENCE PUBLIC SCHOOLS

"Lawrence Dropout Prevention Program"

Amount Funded: \$86,000

Ms. Susan O'Neil, Planning Supervisor
Lawrence Public Schools
58 Lawrence Street
Lawrence, MA 01841
(508) 686-7701

Location: Arlington, Bruce, Frost, Kane, Leonard and Oliver Schools

The primary objective of this project is to permanently decrease student truancy and dropout by identifying and servicing the needs of "at-risk" youth in grades six, seven and eight. Each school is provided with a staff person who brings services and resources from state agencies, community-based organizations, the private sector, colleges and universities into these schools to work together with staff to address the academic, physical, psychological and social needs of students. A formal identification system identifies at-risk students, and individual service plans are developed for each student served by the program. Services include counseling, tutoring, enrichment and recreation activities, job placements, career information, and health services.

LEOMINSTER PUBLIC SCHOOLS

"Project CASSE"

Amount Funded: \$44,750

Contact: Mr. James E. Grautski
Project Coordinator
Leominster Public Schools
122 Granite Street
Leominster, MA 01453
(508) 534-7715

Location: Gallagher Junior High School
Leominster Senior High School

Project CASSE (Creating a Supportive School Environment) is a comprehensive intervention model which addresses both the systemic causes of dropouts in the Leominster Public Schools and provides a supportive school environment for at-risk students. The program is designed to function as an integral supplement within the regular day school structure. Services are provided to at-risk students at the junior high and high school. Project students (60 students per level) will participate for at least two periods of the seven period schedule each day (approximately 1 1/2 hours). Some students participate in additional individualized project activities. Services for at-risk students

include a special study and survival skills curriculum, counseling, and basic skills tutorials. A cooperative program links with community agencies to augment the curriculum with field trips, guest speakers, counseling and work experiences. Systemwide project intervention strategies include modification of school policies and practices, in-service workshops for teachers, and community-based support programs that impact at-risk students. An in-school suspension and time-out program has been expanded to include tutorial assistance and individual and group counseling.

LOWELL PUBLIC SCHOOLS

"Lowell Achievement Program"

Amount Funded: \$140,000
 Contact: Ms. Lisa Bryant, Principal
 Bartlett Middle School
 79 Wannalancit Street
 Lowell, MA 01854
 (508) 937-8968
 Location: Bartlett School
 Butler School
 University of Lowell

The Lowell Achievement Program is a volunteer enrichment and tutoring program for 100 students in grades seven and eight in the Bartlett and Butler schools in Lowell. A minimum of 50% of the students are considered to be at risk. The program incorporates concepts of middle school philosophy by addressing the needs of the whole child. Students meet at the University of Lowell on alternate Saturdays. Students elect mini courses for half the morning, while the other half of the morning is devoted to the interdisciplinary study of themes such as the Constitution and the Merrimack River. Students eat lunch in the university cafeteria. Field trips and two outward bound weekends are also part of the Saturday program.

Considerable outreach and support is provided to students and parents during the school week and on vacations as well. During the school day, an advisor-advisee component takes place during lunch. A program counselor provides outreach and counseling to students and their families. An after-school tutoring component assists those students who need some one-to-one help. Staff are provided with common planning time, and professional development of staff allows for a carryover of successful program practices to the regular school program. A drop-in center offers enrichment activities during school vacations. Issues of bonding, alienation and self-esteem are considered in designing all aspects of the program.

LYNN PUBLIC SCHOOLS

"Project Alter"

Amount Funded: \$70,123
 Contact: Evan Flamer
 Acting Assistant Superintendent
 Lynn Public Schools
 42 Franklin Street
 Lynn, MA 01902
 (617) 593-1680
 Location: Eastern Junior High School

Project Alter has systemic and therapeutic intervention components designed to better serve the needs of at-risk junior high school students. All students are clustered into groups of 120 students each, and a team of teachers teaches these students core academic subjects. All teacher teams are provided with daily common planning time to coordinate interdisciplinary curriculum, monitor student progress and conduct parent conferences. Team leaders are paid stipends to coordinate the activities of the team. Flexible scheduling, mini courses and activity periods are integral components of each cluster.

Each cluster team will also identify fifteen students to receive case management services. The project director and counselor work closely with each team to develop individual plans to meet the academic, social and emotional needs of each student. Students receive individual and group counseling. Parents are invited to participate in bi-weekly sessions, and home visits are conducted. Referrals are made to community agencies for support services.

A third program component will engage twenty-five students in a therapeutic sports program in which students strive to improve their self-esteem through competing athletically against him/herself. Frequent rewards and incentives are integral to this program.

MALDEN PUBLIC SCHOOLS

"Drop Out Prevention - A Cluster Approach"

Amount Funded: \$63,109
 Contact: Barry Ring
 Coordinator of Middle Schools
 Malden Public Schools
 77 Salem Street
 Malden, MA 02148
 (617) 397-7335
 Location: Beebe Junior High School
 Browne Junior High School
 Lincoln Junior High School
 Malden High School

The Malden Public Schools have reorganized their three junior high schools into middle schools whose philosophy is that a child's social and emotional development is as important as his/her academic growth. Students are grouped into clusters of 100 students, with an English, science, social studies and math teacher assigned to each cluster, and specialists and exploratory faculty serving as resource people. Teacher teams receive daily common planning time to monitor student progress, develop interdisciplinary curriculum, plan cluster activities and meet with students and parents. Teams emphasize team spirit and collegiality. Flexible scheduling, activity periods and a unified art program are also integral parts of the program. All three schools and the high school conduct weekly group counseling sessions for at-risk students, covering peer and family issues, sexuality, substance abuse, and communication skills.

METHUEN PUBLIC SCHOOLS**"Dropout Prevention"**

Amount Funded: \$30,000
 Contact: Media Resources/Special Services
 Methuen Public Schools
 160 Merrimack Street
 Methuen, MA 01844
 (508) 681-1316
 Location: Methuen East Middle School

This program serves twenty at-risk eighth grade students who are grouped together within a larger cluster of eighty students. The twenty students will rotate through their core academic classes together, and attend elective and physical education classes with other cluster students. Students participate in after-school community service experiences designed to raise their self-esteem. Students receive individual and group counseling, with an emphasis upon peer relationships, self-esteem, substance abuse, and career choices. The program will expand over the next four years to include the entire school population.

MILLBURY PUBLIC SCHOOLS**"Career Achievement Program"**

Amount Funded: \$19,329
 Contact: Mr. Paul Clancy
 Program Coordinator
 Millbury Memorial High School
 12 Martin Street
 Millbury, MA 01527
 (508) 865-5841
 Location: Millbury Memorial High School
 Elmwood Street School

The Career Achievement Program serves eighteen high school freshmen in an alternative program two periods a day. On alternating weeks, one group of students remains at the high school and participates in academic group sessions in tutoring, basic skills instruction, career and job training skills, self-concept development and problem-solving, as well as group counseling. The other group of students travels to the town's elementary school (K-3) to serve as classroom aides. Students evaluate their own performance weekly.

In addition, those twenty tenth grade students who completed the program last year will be tutored and monitored by a teacher advocate one period a day. These students will also receive weekly group counseling and evaluation. A Career Apprenticeship Program will provide job shadowing experiences to eleventh graders. And L'Autre Choix (The Other Choice) program offers an after-school "rap" session for students to explore their issues and feelings.

NEW BEDFORD PUBLIC SCHOOLS**"PROJECT R.I.S.E. (Rewarding Incentives for Student Education)"**

Amount Funded: \$65,960
 Mr. Constantine Nanopoulos
 Superintendent
 New Bedford Public Schools

455 County Street
 New Bedford, MA 02740
 (617) 997-4511 X 274
 Location: Normandin Junior High School
 Roosevelt Junior High School
 Keith Junior High School

Project RISE operates alternative school-within-a-school programs at three junior high schools, with four clusters serving a total of fifty students. In the morning, students attend small group, non-graded core academic courses within an individualized and flexible curriculum, as well as participate in academic remediation sessions. In the afternoon, students are enrolled in a program of instruction or work experience that is of high interest and motivation (e.g., creative arts, computer exploration, work shadowing/work experience and industrial arts). Counselors meet weekly with students to discuss issues of self-esteem, decision-making, conflict resolution and authority. Ten-week mini courses on topics that reflect student interests are conducted. An emphasis is placed upon utilizing the private/public sectors of the community for instructional as well as support resources.

PITTSFIELD PUBLIC SCHOOLS

"Developing a Parent Program"

Amount Funded: \$6,900
 Contact: Thomas Plunkett, Director
 Pittsfield Futures
 246 North Street
 Pittsfield, MA 01201
 (413) 499-9558
 Location: Pittsfield Futures Office

A half-time Parent Coordinator is responsible for involving the parents of at-risk students to design a plan for parent involvement strategies to be implemented by the school district. As well, parent discussion groups will be conducted, as well as individual consultations to assist parents in supporting their children. Parents will serve as mentors, members of advisory groups, home tutors, and interviewers for school department administrative positions.

PLYMOUTH-CARVER REGIONAL SCHOOL DISTRICT

"TEAM - Teaching Effectively as Mentors"

Amount Funded: \$54,700
 Contact: Ms. Patricia Cosgrove
 Dean of Students
 Plymouth-Carver Regional High School
 29 Brook Road
 Plymouth, MA 02360
 (508) 224-2273
 Location: Carver High School
 Plymouth North High School
 Plymouth-Carver Intermediate School

Project TEAM targets one hundred eighth grade students. Students receive team teaching in small groups in English, mathematics, social studies, science and reading. The curriculum integrates a focus on social issues and incorporates field trips, hands on activities and practical applications. Students also

participate in group and individual counseling. Team leaders have daily common planning time to discuss student progress, coordinate curriculum and meet with students.

As well, an individual Teacher-Mentor Program provides at-risk seventh and eighth grade students with an advocate and mentor teacher. TEAM teacher-mentors develop close relationships with their students. They maintain contact with parents as well as all support personnel within the school. Parent support groups are conducted to help parents develop additional management techniques with their at-risk youngsters

In a third program component, eight teachers serve as group leaders to groups of six to ten students in grades 9-12 during one period per week to conduct discussions on relevant life issues.

QUINCY PUBLIC SCHOOLS

"Making It in High School: Preventing School Dropouts"

Amount Funded: \$70,000

Contact: Dr. Linda B. Wilson
Project Director
Quincy High School
52 Coddington Street
Quincy, MA 02169
(617) 471-0100, Ext. 388

Location: Quincy High School
North Quincy High School
Quincy Vocational Technical School

This project establishes Pupil Personnel Teams at Quincy's three high schools to identify and refer at-risk students in grades nine and ten. Eleventh and twelfth grade students who were in the program the previous year may continue if the screening team determines a continued need for services. Mental health specialists from South Shore Mental Health Center work within each school each day to provide individual and group counseling for students, consultation for staff, day time and evening parent groups, and crisis intervention. Academic tutoring is available for students. Transition groups for students entering grade nine begin the previous spring in grade eight. Thus, at-risk ninth graders have been identified earlier so that services can begin immediately in September.

In-service training for all high school counseling staff and group supervision for counseling group co-leaders is provided to enhance their clinical skills in working with at-risk students. There will be continued emphasis on systemic change through inservice workshops with counselors and administrators. Topics to be addressed will include discipline policies and scheduling options.

RALPH MAHAR REGIONAL SCHOOL DISTRICT

"Drop-out Prevention Program"

Amount Funded: \$44,095

Contact: Anna Karola, Director
Dropout Prevention Program
Ralph Mahar Regional School

South Main Street
 Orange, MA 01364
 (508) 544-2542

Location: Ralph Mahar Regional School

Project REACH is an outdoor challenge program designed to build self-esteem, decision-making, responsibility, communication, and trust in one's self and others. It serves approximately 200 students through the physical education classes for grades 9-12, and an additional twenty seventh and eighth grade students within an afternoon challenge program. These junior high students meet once a week, and also participate on a monthly camping trip. Other program initiatives include an in-school crisis intervention program, a peer education program, a mentor program, academic tutoring, and parental outreach. Teachers are trained to conduct a Lions-Quest Program which teaches decision-making skills to students, who are placed in a variety of situations. Teachers will be trained in the Glasser method of classroom management. A Mini-Grant Program provides funds to teachers for innovative curriculum projects and field trips.

SALEM PUBLIC SCHOOLS

"Dropout Prevention Program"

Amount Funded: \$40,000
 Contact: Robert Pesce, Director
 Occupational Education
 Salem Public Schools
 77 Willson Street
 Salem, MA 01970
 (508) 745-9300
 Salem High School

This program serves 110 students through an alternative academic and counseling program. Students are assigned from one to four periods daily to a computer lab in which they receive instruction through the Comprehensive Competencies Program, a learning management system designed to deliver individualized self-paced, competency-based instruction using print, audio-visual and computer assisted instruction. The curriculum includes language arts, math, science and English as a Second Language. Learning gains are prompted by positive reinforcement and a "no-fail" approach. In addition, a counseling team provides individual and group counseling. A program team conducts orientation workshops and conferences for parents.

SOMERVILLE PUBLIC SCHOOLS

"Project Include"

Amount Funded: \$26,000
 Mr. David O'Brien
 Supervisor of Guidance
 Somerville High School
 Highland Avenue
 Somerville, MA 02143
 (617) 625-6600 X 6133
 Location: Winter Hill Community School
 East Somerville Community School
 Somerville High School

Project Include offers weekly discussion groups on a semester-long basis to ninth grade students as part of Adult Living, a required course. Groups are co-led by home economics faculty and guidance staff and members of human service agencies in the community. These groups are designed to build a stronger link between students, teachers and Somerville High School. The groups address such issues as relationships with authority figures, drug and alcohol abuse, sexuality, family stress and teen suicide. These groups will also be offered to students in the Trade program so that all ninth grade students will be exposed to the groups. As well, an extensive program of orienting eighth grade students to the high school will be planned and implemented by a task force of elementary and high school staff members.

SOMERVILLE PUBLIC SCHOOLS

"Project Middle School"

Amount Funded: \$41,000
 Dr. Wayne LaGue
 Coordinator of Elementary Education
 Edgerly Education Center
 9 Bonair Street
 Somerville, MA 02145
 (617) 625-6600
 Location: The city's five K-8 elementary schools

Project Middle School structures the seventh and eighth grades in the city's five elementary schools into grade level teams. Each team elects a member to serve as team leader, who receives a stipend to: chair weekly meetings, act as an advocate for at-risk students, develop a team approach to school policies, organize cooperation with community agencies, and work toward an interdisciplinary approach. Funding is also provided to teams to provide materials for interdisciplinary units of study.

Project Middle School also provides the city's 7th and 8th grade teachers with a training program focussing on middle school issues that are pertinent to addressing the needs of at-risk students. Featured this year is a week-long summer seminar. The week centered around understanding the middle school philosophy, organizational approach, and curriculum implications.

SPRINGFIELD PUBLIC SCHOOLS

"Accentuating Confidence and Esteem (ACE)"

Amount Funded: \$91,554
 Contact: Dr. John Sullivan
 Grants Manager
 Springfield Public Schools
 195 State Street
 Springfield, MA 01103
 (413) 787-7090
 Location: Chestnut Junior High School
 Duggan Junior High School
 Van Sickle Junior High School

Project ACE involves sixty-two at-risk junior high school students in a supervised work experience up to six hours weekly for twenty-four weeks. Students also receive weekly tutoring and counseling sessions from supervising staff, as well as a monthly group counselling session. A diagnostic

prescriptive teacher assesses students' learning needs, and works with subject teachers to individualize the academic curriculum. Periodic case conferences are conducted to assess student progress and readjust, if necessary, the student's program.

UPPER CAPE COD REGIONAL VOCATIONAL TECHNICAL SCHOOL

"R.A.M.S.(Retain and Maintain Students)"

Amount Funded: \$54,700

Contact: Barry Motta

Assistant Superintendent

Upper Cape Cod Regional Vocational Technical School

220 Sandwich Road

Bourne, MA 02532

(508) 759-7711

Location: Upper Cape Cod Regional Vocational Technical School

The R.A.M.S. (Retain and Maintain Students) Program provides twenty-five ninth grade students with an alternative exploratory program. In addition to regular academic and shop courses, students receive vocational assessment and career development support services to increase their knowledge about their own interests and abilities. As well, an in-school suspension program provides suspended students with individualized, self-paced remedial services. The project aims to improve the coordination between youth-serving organizations, educational institutions and the business community in order to provide increased services to youth.

WALTHAM PUBLIC SCHOOLS

"CHALLENGE Program"

Amount Funded: \$50,000

Contact: Dr. Alan Aymes

Supervisor of Educational Programs

Waltham Public Schools

488 Main Street

Waltham, MA 02154

(617) 893-8050 x 2021

Location: Central Middle School

South Middle School

The CHALLENGE Program seeks to improve the self-esteem, parent involvement, attendance, behavior, homework completion, and grades of 48 sixth, seventh and eighth grade students identified as being at risk. An Interdisciplinary Team selects program students, develops profiles of students' needs, and monitors their progress. A CHALLENGE teacher in each school meets with students in small and large groups during and after the school day. Besides supervising homework, the CHALLENGE teachers offer lessons in study and learning skills, goal-setting and decision-making, and handling choices and responsibilities. CHALLENGE students participate in the program one to five periods per week. The after-school program includes a new esteem building activity every quarter. CHALLENGE teachers maintain regular contact with parents to report on student successes and areas where growth is needed. Students, parents, and faculty are informed of each student's progress in attendance, behavior, homework completion rate, and grades twice each quarter, and this data also serves as a program evaluation tool.

The Advisory Council's task forces support the program with public relations, advocacy, community liaisons, supplementary funding sources, examining school policies affecting youth-at-risk, and developing services for the high school and elementary schools.

WEBSTER PUBLIC SCHOOLS

"Search and Save"

Amount Funded: \$39,303
 Contact: Mr. Gerald Deary
 Director of Elementary Education
 Webster Public Schools
 P. O. Box 430
 Webster, MA 01570
 (508) 943-0104
 Location: Bartlett Junior/Senior High School
 Park Ave. Elementary School

Search and Save is a flexible educational opportunity which targets 15-20 "at-risk" students in the junior high grades to nurture and support them in their efforts to complete high school. The program includes a supervised work experience, academic tutoring/remediation, and counseling. The staff maintains close contact with families. The program is scheduled for the second half of each school day after students attend core academic classes in the morning, and offers ten academic credits to participating students. Each afternoon students split into two groups that rotate between two activities. A work experience offers students a chance to work as a teacher aide at the Park Avenue Elementary School, or in one of several areas at Hubbard Regional Hospital. Students develop self confidence and learn basic job skills and attitudes. The tutoring component works closely with Bartlett teachers and helps students complete all assigned work in regularly scheduled classes. Counseling is provided by the Hubbard Human Services Center. Groups meet weekly to discuss relevant life issues. Individual counseling is provided in appropriate cases. The staff works to provide linkages with local social service agencies for students and their families. The staff meets weekly to monitor student progress.

WESTFIELD PUBLIC SCHOOLS

"Stay in School"

Amount Funded: \$39,093
 Contact: Mr. George O'Brien
 Director of Grants, Research and Development
 Westfield Public Schools
 22 Ashley Street
 Westfield, MA 01085
 (413) 568-9592 x 555
 Location: Westfield Middle School

Project Stay-in-School provides individual case management services to 45 students in grades seven to eight who are not meeting with academic, social or emotional success in the traditional school structure. The case manager is responsible for the student's overall program within the school setting. Individual and group counseling are provided and a peer leadership focus is addressed in group sessions. Individual academic tutorial services are provided as well. The case manager maintains close contact with community

agencies and resources, and with parents via telephone calls, home visits, conferences, open houses, and written communication. The project funds a case manager and a part-time tutor.

WEST SPRINGFIELD PUBLIC SCHOOLS

"Dropout Prevention Program"

Amount Funded: \$48,696
 Contact: Mr. Gerald Fortier, Principal
 West Springfield High School
 425 Piper Road
 West Springfield, MA 01089
 (413) 732-4147
 Location: West Springfield Junior High School
 West Springfield High School

This program employs a case management model in which Student Support Coordinators coordinate the provision of academic and counseling support services to 60 at-risk students (30 students at the junior high school and thirty at the high school). Program students meet weekly with a coordinator to set goals, determine needs and identify services to receive. The coordinators are responsible for scheduling students to receive appropriate in-school and community services. Parents of these students receive regular telephone contact and home visits. In-service education with staff is conducted on effective teaching and behavior management strategies with at-risk students.

WEYMOUTH PUBLIC SCHOOLS

"STEP"

Amount Funded: \$63,775
 Contact: Ms. Betsey Erickson
 Chairwoman, Home Economics
 Weymouth North High School
 360 Pleasant Street
 Weymouth, MA 02190
 (617) 335-0547
 Location: Weymouth South High School

STEP (School-based Teenage Parent Education Program) is a comprehensive pregnant and parenting teen program operated by the home economics department of the Weymouth Public Schools. The facilities include a classroom/study area, a food preparation/classroom/dining area and a child care nursery to accommodate the children of the teen parents. Transportation of teen mothers and their children is provided by the Weymouth schools. All teen parents, including fathers, are eligible to participate in the program. Pregnant or parenting teens enrolled in the program are scheduled into a specially designed parenting curriculum for two class periods each day and into mainstream academic classes for the remaining 4-5 periods. Each student receives individualized guidance counseling to ensure placement in the classes appropriate for their abilities, and to discuss graduation requirements and career interests. Counseling and support services are available as needed. In addition to pursuing a diploma, teen parents also receive life skills education, which includes child development, parenting, family relationships, housing and home management, consumer education, foods and nutrition, and clothing construction. Values identification, development of positive

relationships, and time and resource management is integrated into all of these areas. STEP staff act as advocates for the students when dealing with outside agencies and services.

A vocational child care program is a component of STEP in which non-parenting students act as child care assistants in the day care center, and receive training to become child care teachers. As well, all teen parents are asked to co-conduct sessions on teen sexuality and parenting in required life skills classes for ninth graders.

WORCESTER PUBLIC SCHOOLS

"Project Excel"

Amount Funded: \$36,867

Contact: Mary Batchelder Koch, Supervisor
Governmental and Community Relations
Worcester Public Schools
20 Irving Street
Worcester, MA 01609
(617) 799-3108

Location: South High Community School

Project Excel functions as a school-within-a-school model, with four teachers and an adjustment counselor for 45 ninth grade at-risk students. The major objective of the program is to improve student self-concept through a variety of counseling and learning experiences in basic subject areas and occupational education. Computer aided instruction is fundamental to instruction in language arts and math. Students learn basic skills from their own level through classroom modes not associated with past failure. Weekly counseling sessions provide support and a process for changing student attitudes about themselves, others, and their motivation to achieve. A parent outreach component involves parents in supporting the education of their child. The team calls parents frequently with progress reports.

An additional goal is to positively affect the total school environment in order that the school as an institution improves its responsiveness to at-risk youth. Several faculty meetings will focus on characteristics and needs of at-risk students, cultural diversity, and raising self-esteem. Teachers will participate in a series of seminars on classroom management skills.

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